

THE PRESENT STATUS OF GUIDANCE SERVICES IN TWENTY SELECTED
ACCREDITED NEGRO SECONDARY SCHOOLS OF GEORGIA

36-7

A THESIS
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CHAPTER I

INTRODUCTION

The Need for Guidance.-- In his educational program, each high school student should have ample opportunity to discover his potential abilities, aptitudes and capacities. The development of such attributes should be in terms of whatever desirable needs and interests each one may possess or acquire, as well as in terms of those which are compatible with society as a whole. The resulting growth and development should help each individual to adjust himself satisfactorily to the sphere of his activity.

Guidance services are rapidly emerging as essential parts of all education. This trend is evidenced by the increasing number of high schools initiating guidance programs, by the enlarging volume of literature in the field, by the increasing attention given to the training of counselors, by the extension of state and federal participation in assisting the development of programs, by the increase in the number of commercial agencies offering counseling services, by a rapidly developing parental desire for guidance services, and by many other equally significant trends.

It is readily accepted that the failing pupil, the delinquent, the physically handicapped and other kinds of deviates need special help. It is less commonly accepted that nearly all normal pupils have problems and needs of sufficient importance to merit competent assistance. Many studies indicate that problems and difficulties are not restricted to the atypical. Rather a thorough survey of student problems reveals their frequency of appearance, their seriousness, and their intensity when they occur. An adequate guidance service is needed to provide help for all pupils at the

appropriate time. The writer feels that if the secondary school is to attain its goal of developing the total individual, every phase of the student's life must be heeded and his program must be unified and related through guidance. As attempts have been made to identify the problems and needs of pupils, it has become increasingly clear that nearly all pupils have problems at some time. It is also apparent that the large majority can greatly profit from guidance in planning their educational and vocational futures. Many of the problems of pupils are highly personal in nature and they require private and individualized consideration. If individuals are unique and different, their characteristics are so varied that they must be helped in an individual relationship.

In order to develop an adequate guidance and counseling program provision should be made for ample and competent counseling time. It is conceded by authorities in the field that counseling is the heart of the guidance program. Emphasis is given to this view point by Ruth Strang, who says:

The aim of counseling is self-realization for a social purpose. This involves helping the individual to understand what he can do and what he should do, to strengthen his best qualities, to handle his difficulties rationally rather than being driven by unconscious forces, to find suitable channels for his emotions and to move toward his more acceptable self. In the world today, a more acceptable self implies a concern for the welfare of all. This social aspect of counseling has been generally disregarded. Yet counseling is a potent means of building social attitudes and, through better people, a better world. If an individual has gained an understanding of himself and his relations to others and if he has resolved some of his inner conflicts, he will have less need to hate and dominate others. By encouraging the client to work out his social relationships, the counselor helps him to develop technics for social living. Counseling at its best is the art of helping a person to understand himself, his relation to others, and the world in which he lives. It helps him to change his confused or inadequate perception of his life situation so that he can move toward a more adequate self-organization. It

helps one to make the most of his secondary and college years.¹

Statement of the Problem.-- The problem involved in this study is to determine the extent to which Guidance Services are available in selected secondary schools of Georgia.

Subjects and Types of Materials Involved.-- The subjects were principals and teachers in accredited secondary schools of Georgia. The materials used were a questionnaire and observation.

Definition of Term.-- The concept of "Guidance Services" accepted in this study is one presented by the Cooperative Study of Secondary School Standards as follows:

Guidance services, as applied to the secondary school, should be thought of as organized activities designed to give systematic aid to pupils in solving their problems and in making adjustments to various situations which they must meet.²

Period of Study.-- This study was made during the second semester and summer of 1950-51.

Research Method.-- The Normative Survey Method of Research was used to gather the necessary data for this study. The techniques used were questionnaire and observation.

Limitations of the Study.-- This study was limited to the twenty schools accredited by the Southern Association of Secondary Schools and Colleges out of a total of eighty-four accredited by the State of Georgia.³

¹ Ruth Strang, Counseling Techniques in Colleges and Secondary Schools (New York, 1949), p. 15.

² Cooperative Study of Secondary School Standards, (Washington, D. C., 1950), p. 221.

³ State Department of Education, Georgia Educational Directory (Atlanta, Georgia), 1950-51, pp. 108-9.

Purpose of the Study.-- The purpose of this study was to answer the following questions:

1. To what extent do the teachers in these twenty Accredited Negro Secondary Schools have special training for Guidance Services?
2. Who is the Director of Guidance in the Negro Accredited Secondary Schools?
3. To what extent has the director of Guidance had special training for Guidance and Counseling?
4. What are the courses taken, experiences and training of the Director of Guidance?
5. What proportion of the counselor's time is devoted to Guidance Services?
6. What specialized Guidance Services are provided in these schools?
7. What sources of information are available concerning the student?
8. Are records kept and provisions made for drop-out and graduate students?
9. Are provisions made for Educational placement and on the job training of students?
10. What is the type of Guidance information provided by the Library?
11. What professional consultants and community resources are utilized by the Guidance program?
12. What is the nature of the faculty in-service training program?

Value of The Study.-- The writer is of the opinion that the secondary school can best serve all the youth of its community if it has a curriculum which meets their needs, interests and abilities.

By pointing up the strong as well as the weak areas of guidance services, the administrators and teachers in these participating schools may be able to improve existent guidance services and in some instances initiate effective programs of guidance that will meet the needs, interests and abilities of their students.

Procedure.-- The procedure employed in this study was the preparation of a questionnaire,¹ a copy of which may be found in the appendix and the establishment of a type of contact with the principals and administrators of the schools involved. The success of this study depended largely upon the voluntary cooperation of the principals of the high schools. The questionnaire was an adaptation from those that had been used in similar studies.

A letter² of explanation was prepared to accompany the questionnaire. The questionnaire was first administered personally and to a few classmates. The revised form along with the letter were sent to principals of the twenty Selected Accredited Negro Secondary Schools of Georgia. The writer also made personal visits to five of the schools.

Replies were received from twenty of the questionnaires sent or one hundred per cent returns. The data obtained from the questionnaire were tabulated, interpreted and summarized in the pages which follow.

Survey of Related Literature.-- In the past decade many studies in the area of Guidance Services have been made. Some of these have been prepared in the form of theses and others have appeared in educational periodicals.

1

See Appendix A

2

See Appendix B

It is pointed out by Kefauver and Hand¹ that:

. . . the need for and the importance of appraising guidance have been emphasized by the reports of studies and suggestions which have appeared in the professional literature. In a canvass of judgments concerning the relative importance of different types of investigations of guidance, directors of guidance gave 'measurement of results of existing programs of guidance' a position of greatest importance.

Wilson² points out that since its inception the guidance movement has been concerned primarily with the establishment of philosophies, the organization of programs, and the development of instruments and techniques, and that the evaluation of results has been virtually excluded.

Strang writes concerning the evaluation of Guidance Services that:

Guidance programs are being increasingly adopted and developed on every educational level from pre-school to university. To a degree, their value is attested by their very adoption. But it cannot be scientifically improved without the development of reliable and valid instruments for measuring the changes . . . which guidance produces in individuals.³

Nannie Mae Morris Williams⁴ made a study of guidance Services in the Accredited High Schools of Virginia. The primary purpose of this study was to determine the guidance practices which were commonly found in the accredited high schools of the State of Virginia. The data for this study were gathered by means of a questionnaire sent to 480 accredited high schools. The findings of this study were that sixty-one per cent of the

¹

Grayson N. Kefauver and Harold C. Hand, Appraising Guidance in Secondary Schools (New York, 1941), p. 3.

²

Frances M. Wilson, Procedures in Evaluating a Guidance Program (New York, 1945), p. 1.

³

Ruth Strang, "Research On Techniques Used in the Study of Individuals" (New York, 1935), pp. 100-10.

⁴

Nannie M. Williams, "A Survey of Guidance in the Accredited High Schools of Virginia," (Unpublished Master's thesis, Department of Education, George Washington University, 1940), p. 8.

senior white high schools, and eighty-three per cent of the junior high schools indicated a guidance program in their schools. The number of years that such a program had been in existence ranged from one to thirty-four with a median of five years. Activities in eight per cent of the senior high schools are directed and coordinated by a director of guidance or counselor. Less than one per cent of the counselors in the senior high schools devote full-time to this work whereas thirty-three per cent devote part-time. Fifty-eight per cent of the junior high schools and forty-five per cent of the Negro schools indicated that counselors devote part-time. In the list of functionaires the data indicated that the principal and the homeroom teacher discharge the guidance responsibilities for the most part in the high schools of the state. In checking the types of data obtained from students it was found that educational plans, intentions to attend higher institutions, and choice of occupations are most frequently secured. One of the most vital parts of a guidance program is counseling. In 302 senior white high schools only eleven per cent indicated that counselors were freed from other responsibilities in order to give more time to counseling.

Follow-up work after students secure employment is done in only fifty per cent of the senior white high schools and sixty-seven per cent of the Negro schools. Slightly more than half of the schools make an effort to gather up-to-date facts regarding occupations. Ninety per cent of the senior white high schools, ninety-two per cent of the junior high schools, and eighty-three per cent of the Negro schools indicated that an effort is made to have interviews with parents, while eighty-eight per cent of the senior white high schools and fifty-eight per cent of the junior high schools visit the homes of pupils. Replies to the questionnaires indicated that approximately fifty per cent of the senior high schools and forty-two per cent of the junior high schools stated that occupational information, ranked highest in the senior high schools, textbooks and reference books ranked second, current magazines third, and visual material fourth.

Thirty-six per cent of the senior white high schools indicated that an organized or systematic course is given in Guidance. Approximately one-fourth of the one to four teacher schools offer such a course as compared to fifty per cent of the fifty-one to one hundred teacher schools. Thirty-three per cent of the junior high school and only seventeen per cent of the Negro schools give a course in Guidance. Slightly more than a fourth of the senior white high schools offer a course in occupations, sixty-four per cent indicated that they have library material on occupations and guidance available to students. Over a half of the high schools of the state give informational talks having guidance value and secure as guest speakers specialists in various occupations.

Slightly less than half of the senior high schools attempt to coordinate their counseling program with the elementary schools and with colleges. More than a third of the senior white high schools keep records of their graduates. The junior high schools showed only eight per cent kept records. Sixty per cent of the senior white high schools, sixteen per cent of junior high schools, and seventy-four per cent of Negro high schools help students to secure employment. Follow-up work after students secure employment is done in only fifty per cent of the schools.

Ting Hsuan Chen made a study of the guidance service in the secondary schools of California. The purposes of his study were to find:

1. To what extent the different conceptions of guidance are held by high school staffs.
2. To what extent general guidance practices are specially designed for various groups of students.
3. To what extent social-civic, vocational, health and recreational guidance practices are provided.
4. To what extent guidance publications are distributed to students.
5. To what extent guidance procedures, such as the classification of students, test administered, individual counseling, group conference, etc., are employed.
6. To what extent the organization of the guidance staff is developing particularly with reference to the number of full-time and part-time counselors in California

secondary schools from the school year 1917-18 to 1936-37.¹

The data were gathered for this study by means of an inquiry form which was sent to 497 California high schools. Replies were received from 311 of the high schools or 62.6.

One of the major findings concerning the organization of guidance staff is that about one school in four has a guidance counselor or committee. In small schools the principal, homeroom teachers, and classroom advisers are often the members of the council while in large schools, the committee is frequently composed of vice principal, Dean of Boys, and of Girls, full-time and part-time counselors. The most common practice relates to the keeping of such records as scholastic attainment, mental test results, health condition, achievement test results: citizenship and personality characteristics estimated by teachers. The method most commonly used for contact is to secure the cooperation of alumni organizations rather than to keep systematic correspondence with individual students. About one school out of every ten organizes a placement bureau or committee.

Wimmer² reports a very extensive study of guidance in secondary schools, which included the following publications: Vocational Trends, Occupational Brief, Guidance Index, Guidance Posters, Guidance Newsletter and Guidance Reprints.

More than seven hundred replies were received from elementary schools and secondary schools, junior colleges, universities, counseling centers,

1

Ting Hsuan Chen, "Guidance Service in the Secondary Schools of California." Unpublished Doctorate thesis, Leland Stanford University, 1940, p. 117.

2

Nancy E. Wimmer, "Guidance in Secondary Schools," School Review, LVI (June, 1948), 349.

libraries and other non-school organizations. Of the replies 447 were from secondary schools and the findings are related below:

1. In regard to the question whether the method was used at all for guidance activity, it was found that the counselor, the homeroom and assemblies ranked highest. Seventy-nine per cent of the schools used counselors; sixty-five per cent homerooms, and sixty-one per cent assemblies to treat the guidance topics and services listed in the questionnaire.
2. It was also found that 30 per cent of the schools had orientation classes and twenty-nine per cent had occupations or careers classes.
3. It was also brought out in this study that vocational problems of students are most frequently handled by the counselor and the advisor. This counseling includes giving information about occupations, testing, vocational counseling and so forth. Educational problems, such as educational planning, study methods, and giving information about the school itself are the concern of the homeroom teacher as well as of the counselor. In general the counselor plan appears to be the one used by most schools to deal with student problems and provide services related to those problems.
4. This study also revealed that certain areas, such as family relationships, hobbies and leisure activities, boy-girl activities, relations, and etiquette, which the counselor might be expected to handle, are not covered by anyone in

in school.

In a study made by Koos and Kefauver,¹ it was found that only twenty-eight per cent of the schools with enrollment of one thousand and over had counselors and that an even lower percentage of the schools with smaller enrollment had counselors.

Hamrin, Erickson and O'Brien² reported that only forty-four per cent of the schools which had been surveyed used the counselor plan.

Manley and Himes³ undertook a study to see how closely practice correlates with opinion in the guidance field and to discover whether or not Negro secondary schools of the Southeastern region had organized for guidance activities. The purpose of this study was to seek answers to the following questions:

1. What is the present status of guidance programs and services in secondary schools for Negroes in those states in which separate schools for Negroes are required by law?
2. Does experience, though limited or fragmentary, confirm or contradict the judgment that guidance is a valuable addition to the total services of the secondary school?
3. What specific problems and difficulties loom largest in carrying out an effective program of guidance and child development in these schools?

1

Leonard V. Koos and Grayson Kefauver, Guidance in Secondary Schools (New York, 1932), p. 38.

2

Shirley A. Hamrin, Clifford E. Erickson and Margaret W. O'Brien, Guidance Practices in Public High Schools (Illinois, 1940), p. 11.

3

A. E. Manley and J. S. Himes, "A Critical Problem in Negro Secondary Education," School Review, LVI (April, 1948), 219-22.

The results of the study were based on reports from eighty-six secondary schools for Negroes located in ten of the southeastern states and a total of 1,226 teachers. Among this total a two to one ratio prevails between teachers who were untrained and those who were trained in guidance. That is, on an average, of every three teachers, city or country, large or small school, two have no training at all in guidance. These data point up two striking facts regarding the situation. First, two-thirds of the teachers in secondary schools for Negroes in the Southeast appear to have had no training to equip them for coping with guidance and child development. Second, the concentration of untrained teachers is sharpest in those faculty size brackets in which are found the largest number of schools. These data suggest that increased emphasis on teacher training in guidance is one of the directions that professional education in this region should take. Twenty-four schools employ informal counseling and twenty-four the homeroom as the principal method of guidance. That is, a total of forty-eight or 55.8 per cent of the eighty-six schools admit that the guidance services are of a type that requires participation by all teachers. Nine of the eighty-six schools reported the use of guidance counselors or guidance classes as the major method in this field of service.

A very extensive experimental study was made by Rothney and Roens¹ which included follow-up extending in some cases to eleven years after initial contact. The authors described their experiment in detail and carefully evaluated its results. Intensive work with the subjects of the

¹ John Rothney and Bert A. Roens, Guidance of American Youth (Cambridge, Massachusetts, 1950), pp. 108-09.

experimental groups was the major activity of the study while the members of the control group were given no assistance by the counselors. The study was directed toward the accomplishment of the following objectives:

1. The provision of assistance to selected students in order that they might recognize their limitations and potentialities, develop their abilities to the fullest possible extent and utilize this knowledge and development in planning their school and post school careers.
2. The instruction of parents, teachers, principals, and other school personnel so that they might use their abilities and opportunities to assist students toward the goals named above.
3. The development of techniques by which the above two aims might better be accomplished in American secondary education.

Objective evaluations of the study were based upon a comparison of the experimental and control groups at the end of the five year period of schooling and at the end of one year of post high school experience. The data for final comparison of the groups were drawn from school records, interviews and reports administered before and after graduation from high school. Information about a limited number of subjects was obtained eleven years after counseling. The study was concerned with two main periods: (1) the academic period from grades eight to twelve, and (2) the first eighteen month period after the completion of high school study. For the first period the achievements of the guided group and the unguided groups were compared with respect to the following academic criteria: drop-outs, subject failures, grade failures, curriculum changes and graduation standing. The findings were:

1. In the guided group eighty-one students graduated on schedule and eleven graduated one year later. In the unguided group ninety graduated on schedule and nine one year later. The per cent of difference of those who dropped out in the guided and unguided groups was found to be insignificant or 2.3.
2. A comparison of the failure rates showed that the guided group did not do as well as the unguided group: a higher percentage of them failed (27.3 and 19.5 respectively) and the average number of their subject failures was greater. The differences in the per cents of students failing from grade to grade favored the guided group in every case. The over all differences show that the decrease of the failure rate in the guided group (22.6 per cent) was nearly twice that in the unguided group (12.1 per cent).

The average number of failures for unguided group decreased from grade eight to grade nine, but from grade nine to ten there was a considerable increase. The overall differences show that the decrease in the guided group (1.40) was twice that in the unguided group (.70). These data indicated that the guided students did their adjusting earlier in the period of the study than the unguided students. It was also pointed up that the number of students changing curricula in the guided group (33) was less than in the unguided group (41).

3. The mean scholastic rating was computed on the basis of achievement in the senior high school. The mean scholastic rating of the guided group (7.467) was significantly higher than that of the unguided group (6.965).
4. Twenty-two or 27.2 of the guided group graduated with honors

against 9 or 10.0 per cent graduated with honors of the unguided group.

5. Fifty-three and one tenth per cent of the guided group and 35.6 per cent of the unguided group gained admission to college.
6. A significantly greater proportion of the guided students than the unguided students know the occupation they would enter immediately
7. The responses of the guided students showed that a large proportion of them had sought the aid of counselors with respect to vocational or occupational choice. Over eighty per cent of the guided students felt that the guidance counselors had been of help to them in selecting their jobs or schools and sixty-two per cent said they could go to their counselor for help.
8. About one-third of the unguided group stated that the high school would have been more valuable if educational and vocational guidance had been provided.

Dugan and Wrenn,¹ reporting on guidance in Minnesota, made the following observations:

1. In Minnesota one-third of the schools have someone other than the teacher responsible for counseling, but only one-eighth relieve teachers of class periods for this purpose.
2. One-third of the schools have definite assignment of each student to a specific teacher-counselor and only two-thirds use test results at all in counseling.

1

Dugan and Wrenn, "Guidance in Minnesota Secondary Schools," School Review, LVI (December, 1948), 568-69.

3. Forty to sixty per cent of the schools provide orientation such as, talks to elementary schools, pre-entrance interviews and hand-books.
4. One-third or less of the schools provide any kind of placement or follow-up.
5. Less than one-third provide annual physical examinations, only one-third of the exams are by medical doctors and one-third of the schools provide nurse service and health counseling.
6. About three-fourths of the schools have cumulative records for each student.
7. About two-thirds of the schools have homeroom or other group guidance in name at least.
8. One-third of the small high schools in Minnesota and over one-half of the large schools have someone other than the principal responsible for guidance leadership and coordination.

Doane¹ made an extensive study of the needs of youth on the high school level. The subjects involved in the study were 2069 high school students in thirty-two high schools in the states of California, Nebraska, Virginia and Pennsylvania. The findings of the study revealed that the problem area of greatest concern to the student was that of vocational choice and placement. The data showed that eighty-four per cent of the girls and ninety-three per cent of the boys were concerned about how to find a job.

¹

Donald C. Doane, The Needs of Youth (New York, 1942), p. 7.

Summary of Related Literature.— A summary of the findings of the preceding research studies reveals that increasingly school administrators are becoming aware of the vital role that guidance services play in the total secondary school program and are therefore revitalizing their programs to meet the needs of the total child. It was pointed out in studies made by Williams¹ and Wimmer² that all Accredited Secondary Schools were initiating some type of guidance services. These two studies were in accord on the findings of the homeroom. It was pointed out that the homeroom is in many instances the major guidance service offered by the secondary school.

It was revealed by Wimmer's study that guidance services did not extend to such areas as, family relationships, hobbies, leisure activities, boy-girl relationship, available job placements and etiquette in most schools. Yet, these are areas wherein the students are most vitally concerned as revealed by the findings of Doane.³

The shortage of full-time trained counselors was keenly brought out in all of the studies, ranging from one counselor to every four schools as revealed by Chen⁴ to twenty-eight per cent as revealed by Koos and

1

Nannie M. Williams, "A Survey of Guidance in The Accredited High Schools of Virginia," (Unpublished Master's thesis, Department of Education, George Washington University, 1940), p. 8.

2

Nancy E. Wimmer, "Guidance in Secondary Schools," School Review, LVI (June, 1948), 349.

3

Donald C. Doane, The Needs of Youth (New York, 1942), p. 7.

4

Ting Hsuan Chen, "Guidance Service in the Secondary Schools of California," (Unpublished Doctorate thesis, Leland Stanford University, 1940), p. 117.

Kefauver.¹

The experimental study by Rothney and Roens² revealed the effectiveness of guidance services. The guided group were able to make better adjustments, to home and school, seek more gainful employment and develop more wholesome well rounded personalities because of guidance services than the unguided group. This to me is the importance of guidance.

1

Leonard V. Koos and Grayson Kefauver, Guidance in Secondary Schools (New York, 1932), p. 38.

2

John Rothney and Bert A. Roens, Guidance of American Youth (Massachusetts, 1950), pp. 108-9.

CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

The Purpose of the Chapter.— The primary purpose of this chapter is to analyze and interpret the data secured by questionnaire to determine the present status of Guidance Services in twenty Accredited Negro Secondary Schools of Georgia. The following sections which comprised the questionnaire were suggested by authorities in the field as basic elements of a guidance program: Organization of Guidance Services; Qualifications and training of staff members and teachers; Analysis of the individual; Counseling; Follow-up of drop-outs and graduates; Educational and on the job placement; Professional Library of current occupations and Guidance material; Utilization of community and professional resources and Faculty in-service training program.

Procedure.— The procedure employed in this study was the preparation of a questionnaire. The questionnaire was an adaptation from those that had been used in similar studies. The questionnaire was first administered personally and to a few classmates. After receiving expert advice, the revised form of the questionnaire along with a letter of explanation were sent to principals of the twenty Accredited Secondary Negro Schools of Georgia. The writer also made personal visits to five of the schools in this study.

The writer was fortunate in that replies were received from all twenty of the schools which makes the returns one hundred per cent. In order to analyze the results of this study, pertinent data will be

presented and discussed under each of the twelve purposes proposed in Chapter I.

Special Training of Teachers For Guidance Services.-- The first purpose of this study was to answer the question, To what extent do the teachers in these twenty Accredited Negro Secondary Schools have special training for Guidance Services? The data for answering this question were secured from question one of the questionnaire which stated, List the number of teachers who have had special training for Guidance Services? These data are shown in Table I.

As shown in Table I, thirty-one out of a total of 377 have received special training for guidance services. This data also reveals that sixteen or eighty per cent of the schools have teachers with guidance training. Only four schools or twenty per cent have teachers with no special training for guidance services.

Directors of Guidance in Accredited Secondary Schools.-- The second purpose of this study was to answer the question, Who is the Director of Guidance in the Negro Accredited Secondary Schools of Georgia. The data for answering this question were secured from question two in the questionnaire which stated, Kindly indicate who is the Director of Guidance Services at your school. Table 2 shows the Director of Guidance Services, number and per cent of the schools having each type.

TABLE 1

THE TOTAL ENROLLMENT, TOTAL NUMBER OF TEACHERS AND
NUMBER OF TEACHERS WITH SPECIAL TRAINING FOR
GUIDANCE SERVICES IN EACH OF THE TWENTY
ACCREDITED NEGRO SECONDARY SCHOOLS
OF GEORGIA

| Name of School | Enrollment | Number of Teachers | Teachers With Guidance Training |
|----------------------------|------------|--------------------|---------------------------------|
| Washington High School | 3260 | 120 | 5 |
| David T. Howard High | 2000 | 67 | 5 |
| Ballard Hudson High | 1250 | 48 | 0 |
| William H. Spencer High | 700 | 30 | 1 |
| Center High | 392 | 16 | 1 |
| Gillespie-Seldon Institute | 370 | 18 | 2 |
| Douglass High | 360 | 12 | 3 |
| Risley High | 351 | 14 | 1 |
| Athens High | 326 | 12 | 3 |
| Howard Warner | 270 | 11 | 1 |
| Moultrie High | 270 | 13 | 1 |
| Hubbard Training | 253 | 12 | 1 |
| T. J. Elder | 186 | 9 | 2 |
| Herring Street | 170 | 8 | 0 |
| Cedar Hill High | 152 | 6 | 1 |
| William James High | 128 | 6 | 0 |
| Swainsboro High | 103 | 5 | 2 |
| Boggs Academy | 100 | 8 | 1 |
| Fair Street High | 81 | 5 | 0 |
| Emery Street High | 80 | 5 | 1 |

TABLE 2

THE DIRECTOR OF GUIDANCE SERVICES, NUMBER AND PER CENT
OF THE ACCREDITED SCHOOLS WITH EACH TYPE

| Director of Guidance Services | Number of Schools | Per Cent of Schools |
|----------------------------------|----------------------|------------------------|
| Principal | 12 | 60 |
| Homeroom Teacher | 4 | 20 |
| Counselor | 2 | 10 |
| Not Indicated | 2 | 10 |

As indicated in Table 2, in twelve or sixty per cent of the schools the principal is the director of Guidance Services; in four schools the director is a homeroom teacher and in two schools the counselor is the director of guidance. Two schools failed to indicate any specific person as being the director of guidance services. These two schools in footnotes indicated that they had no organized guidance services.

Special Training of Directors of Guidance.— The third purpose of this study was to answer the question, To what extent has the director had special training for guidance and counseling? The data for answering this question were secured from question number three in the questionnaire which states, Has the director had special training in Guidance and Counseling? These data are shown in Table 3.

The data in Table 3 reveals that in three-fourths of the schools the director of Guidance Services has had some special training to equip him

TABLE 3
NUMBER AND PER CENT OF SCHOOLS IN WHICH THE
DIRECTOR HAS HAD SPECIAL TRAINING FOR
GUIDANCE AND COUNSELING

| Special Guidance Training | Number of Schools | Per Cent of Schools |
|--|-------------------|---------------------|
| Director of Guidance | 15 | 75 |
| Number of Schools without Special Training | 3 | 15 |
| Not Indicated | 2 | 10 |

for guidance services. Likewise, in fifteen per cent of the schools the director has had no special training for guidance. As previously stated two of the schools do not have a director of guidance.

Guidance Courses, Experience and Training of Directors of Guidance.--

The fourth purpose of this study was to answer the question, What are the courses taken, experiences and other training of the Director of Guidance. The data to answer this question was taken from question three (a-b-c) which states, List the courses taken, other training and experiences by the director of guidance. These data are shown in Table 4.

TABLE 4

NAME OF COURSES TAKEN, TRAINING AND EXPERIENCE
OF DIRECTOR OF GUIDANCE

| Name of Course | Number of Directors Taking Course | Per Cent of Schools |
|---|---|------------------------|
| Basic Guidance | 15 | 75 |
| Counseling Techniques | 4 | 20 |
| Adolescent Psychology | 5 | 25 |
| Mental Hygiene | 4 | 20 |
| Testing and Interpretation of Tests | 6 | 30 |
| Occupational Analysis | 3 | 15 |
| Group Guidance | 1 | 15 |
| Statistics in Psychology and Education | 4 | 20 |
| Tests and Measurements | 1 | 5 |
| Other Training | | |
| M. Ed. Degrees | 4 | 20 |
| M. A. In Guidance and Counseling | 3 | 15 |
| Other Experience | | |
| Teaching | 15 | 75 |
| Director of Youth N. Y. A. | 1 | 5 |

The data as shown in Table 4 indicates that three-fourths of the directors of guidance have had the course in basic guidance. Four of the directors or twenty per cent have had courses in psychology, mental hygiene, counseling techniques and have received M. Ed. Degrees. Thirty per cent of the directors have had courses in Tests and Interpretation of tests, twenty-five per cent of them have had adolescent psychology. Three or fifteen per cent have had courses in occupational analysis. Fifteen per cent have earned the Master of Arts Degree in Guidance and Personnel work.

Counselor's Time Alloted for Guidance.— The fifth purpose of this study was to answer the question, What proportion of the Counselor's time is devoted to Guidance Services? The data to answer this question was taken from question number four in the questionnaire which states, Does the Counselor give full-time or part-time to Guidance, if part-time how much part-time?

In answer to this question the data revealed that three schools have the services of counselors. In two or ten per cent of the schools the counselor gives full-time service to the guidance program. The data also revealed that one counselor was serving as a teacher-counselor and giving part-time service to guidance. In two of the schools or ten per cent the counselor had special periods designated for individual counseling.

Specialized Guidance Services Provided in Schools.— The sixth purpose of this study was to answer the question, What specialized guidance services are provided in these schools? The data to answer this question was taken from question number six which stated, Kindly check the Guidance Services that exist in your school. Table 5 presents the Guidance organizations in

use in the twenty Accredited Negro Secondary Schools of Georgia.

TABLE 5

GUIDANCE SERVICES IN USE IN THE TWENTY
NEGRO ACCREDITED SECONDARY SCHOOLS

| Type of Guidance Service | Number of Schools | Per Cent of Schools |
|-----------------------------|----------------------|------------------------|
| Homeroom | 18 | 90 |
| Counselor | 2 | 10 |
| Courses in Occupations | 11 | 55 |
| Individual Counseling | | |
| by Counselor | 2 | 10 |
| Activity Programs | 18 | 90 |
| 4 H Clubs | 10 | 50 |
| New Home Makers | 16 | 80 |
| Future Farmers | 7 | 35 |
| Career Study Clubs | 6 | 30 |
| Others | 11 | 55 |

As evidenced by the data in Table 5 eighteen or ninety per cent of the schools have their guidance services organized around the homeroom and activity programs which consists of clubs and assembly programs. In addition to the above named clubs, fifty-five per cent of the schools listed student participation in the following clubs: Dramatics, Speech, Music, English, Science and Mathematics and Hi-Y. Eleven or fifty-five per cent of the schools offer courses in occupations. Two schools or ten per cent have counselors in charge of the group guidance courses.

Sources of Information Concerning the Students.— The seventh purpose of this study was to answer the question, What sources of information are available concerning the student? The data to answer this question was taken from question number eight in the questionnaire which states, Does the school keep cumulative records of each student? If so, kindly check the information that is regularly kept?

Table 6 presents the number and percentage of Accredited Negro Secondary Schools that keep cumulative records and sources of information available concerning students.

The data in Table 6 reveals that all schools keep some type of cumulative record including school grades. Eighteen or ninety per cent keep standardized test information. Seventeen or eighty-five per cent keep health records of the students. Ten or fifty per cent of the schools keep Personality and Aptitude test scores and eleven or fifty-five per cent keep records of home and family relations and personal and social development. Ninety per cent of the schools keep records of student conduct and citizenship as well as participation in pupil activity program.

Records of Drop-Outs and Graduate Students.— The eighth purpose of this study was to answer the question, Are records kept and provisions made for drop-outs and graduate students? The data to answer was taken from questions number nine and ten of the questionnaire which state, Does the school keep follow-up records of drop-outs and graduates? Table 7 gives the number and percentage of schools that keep records of drop-outs and graduates.

TABLE 6

THE NUMBER AND PERCENTAGE OF ACCREDITED NEGRO SECONDARY
SCHOOLS THAT KEEP SOURCES OF INFORMATION
CONCERNING STUDENTS

| Type of Record | Number of Schools | Per Cent of Schools |
|--|----------------------|------------------------|
| Cumulative Record | 20 | 100 |
| School Grades | 20 | 100 |
| Health Status | 17 | 85 |
| Standardized Test Information | 18 | 90 |
| Achievement Test | 14 | 70 |
| Intelligence Test | 15 | 75 |
| Personality Test | 10 | 50 |
| Aptitude Test | 10 | 50 |
| Home and Family Relations | 11 | 55 |
| Personal and Social Development | 11 | 55 |
| Teachers' Comments and Observations | 15 | 75 |
| Vocational Plans | 14 | 70 |
| Conduct and Citizenship | 18 | 90 |
| Participation in Pupil Activity Program | 18 | 90 |

TABLE 7
NUMBER AND PERCENTAGE OF SCHOOLS KEEPING RECORDS
OF DROP-OUTS AND GRADUATES

| Type of Record | Number of Schools | Per Cent of Schools |
|---------------------------------------|----------------------|------------------------|
| Drop-Outs | 10 | 50 |
| Number Without Record | 10 | 50 |
| Follow-up of Graduates | 15 | 75 |
| Number Without Record of Graduates | 5 | 25 |

The data as revealed in Table 7 shows that ten or fifty per cent of the schools keep records of drop-out students; also fifty per cent of the schools do not keep such records. Fifteen or three-fourths of the schools keep follow-up records of graduates and five or one-fourth of the schools do not keep such records.

Provisions for Educational Placement and On-the-Job Training.-- The ninth purpose of this study was to answer the question, Are provisions made for educational placement and on-the-job training of students? The data to answer this question was taken from questions twelve and thirteen in the questionnaire, which state, Are provisions made by the school for the educational placement and on-the-job training of students.

Table 8 gives the number of schools providing for educational placement and on-the-job training of students.

TABLE 8
NUMBER AND PERCENTAGE OF SCHOOLS PROVIDING EDUCATIONAL
PLACEMENT AND ON THE JOB TRAINING FOR STUDENTS

| Educational Placement and On-the-Job Training | Number of Schools | Per Cent of Schools |
|--|----------------------|------------------------|
| Provisions for Educational Placement | 13 | 65 |
| Without Provisions for Educational Placement | 7 | 35 |
| Provisions for On-the-Job Training | 8 | 40 |
| Without Provisions for On- the-Job Training | 12 | 60 |

As shown in Table 8 thirteen schools or sixty-five per cent of the schools make provisions for educational placement of students. These schools indicated that this service consisted of securing scholarship assistance as well as student aid loans. Seven or thirty-five per cent of the schools listed no provisions were made for educational placement of students. Table 8 also pointed out the fact that eight or forty per cent of the schools provide on-the-job training. These schools indicated that they worked through the Distributive Education Department and placed

students in various training centers such as: shoe shops, beauty parlors, cafes, insurance companies, drug stores, porters, studio work, elevator operators, practical nursing, secretarial and domestic work.

Guidance Information Provided by Library.--- The tenth purpose of this study was to answer the question, What type of Guidance Information is Provided by the Library? The data to answer this question was taken from question number eleven in the questionnaire which states, Does the Library provide books and pamphlets on current occupations, catalogs from colleges and universities and other types of guidance information? Table 9 gives the type of information provided by the libraries and number and percentage of schools providing such.

TABLE 9

TYPE OF INFORMATION, NUMBER AND PERCENTAGE OF
SCHOOL LIBRARIES PROVIDING SUCH

| Type of Information | Number of Schools | Per Cent of Schools |
|--|----------------------|------------------------|
| Current Occupations | 20 | 100 |
| Catalogs from Colleges and Universities | 20 | 100 |
| Books and Pamphlets on Guidance and Related Areas | 18 | 90 |
| Other Sources: | | |
| Films | 2 | 10 |

As shown in Table 9, twenty or one hundred per cent of the schools have information in the libraries concerning current occupations and catalogs from colleges and universities. Eighteen or ninety per cent have books and pamphlets on guidance and related areas. Only two or ten per cent utilized films.

Professional Consultants and Community Resources Utilized.-- The eleventh purpose of this study was to answer the question, What professional consultants and community resources are utilized by the guidance program? The data to answer this question was taken from question number fourteen, which states, Does the Guidance Program utilize professional and community resources? Table 10 lists the professional consultants and community resources utilized by the twenty accredited schools for Negroes.

As revealed in Table 10, nineteen or ninety-five per cent of the schools use the services of the Public Health Nurse. Fifteen or seventy-five per cent use the services of the physician and eighty-five per cent engage the services of the Visiting Teacher. This data also revealed that only ten per cent of the schools employ the services of a psychiatrist and fifteen per cent use the social worker.

Type of Faculty In-Service Training Program.-- The twelfth and final purpose of this study was to answer the question, What is the type of the in-service training faculty program? Table 11 gives the type of program and number and percentage of schools initiating such programs.

TABLE 10
PROFESSIONAL CONSULTANTS AND COMMUNITY
RESOURCES UTILIZED

| Consultant and Resource | Number of Schools | Per Cent of Schools |
|----------------------------|----------------------|------------------------|
| Public Health Nurse | 19 | 95 |
| Visiting Teacher | 17 | 85 |
| Physician | 15 | 75 |
| Social Worker | 3 | 15 |
| Psychiatrist | 2 | 10 |
| P. T. A. Organizations | 18 | 90 |
| Others: | | |
| Ministers in the Community | 2 | 10 |
| Business and Professional | | |
| People to Speak at | | |
| Assemblies | 5 | 25 |
| School Nurse | 1 | 5 |

TABLE 11
TYPE OF PROGRAM, NUMBER AND PERCENTAGE OF SCHOOLS
INITIATING FACULTY IN SERVICE TRAINING
PROGRAMS

| Type of Program | Number of Schools | Per Cent of Schools |
|---|----------------------|------------------------|
| Professional Faculty Meetings | 17 | 85 |
| Study Groups | 6 | 30 |
| Professional Libraries of Guidance Materials | 17 | 85 |
| Audio Visual Aids | 2 | 10 |

As shown in Table 11, seventeen or eighty-five per cent of the schools conduct some type of faculty in-service training program. Thirty per cent of the schools conduct faculty study groups, also eighty-five per cent of the schools have professional libraries. Ten per cent of the schools use audio visual aids in giving guidance information to faculty members.

CHAPTER III

SUMMARY AND CONCLUSIONS

The Problem.-- This study was to determine the present status of Guidance Services in Twenty Selected Accredited Negro Secondary Schools of Georgia for the year 1950-51.

Subjects Involved.-- The subjects involved were the twenty Negro Accredited Secondary Schools of Georgia.

Research Method.-- The Normative Survey method of research was used. The techniques employed were questionnaire and observation.

Purpose of the Study.-- The purpose of the study was to answer the following questions:

1. To what extent do the teachers in these twenty Accredited Negro Secondary Schools have special training for Guidance Services?
2. Who is the Director of Guidance in the Negro Accredited Secondary Schools?
3. To what extent has the director had special training for Guidance Service?
4. What are the courses taken, experiences and training of the Director of Guidance?
5. What proportion of the counselor's time is devoted to Guidance Services?
6. What specialized guidance services are provided in these schools?
7. What sources of information are available concerning the student?
8. Are records kept of drop-outs and graduate students?
9. Are provisions made for Educational placement and on-the-job training

of students?

10. What is the type of Guidance information provided by the Library?
11. What professional consultants and community resources are utilized by the guidance program?
12. What is the nature of the in-service faculty training program?

Summary.— Chapter II contains the tabulation and interpretation of information obtained from the questionnaire. The findings are summarized in terms of the purpose.

1. According to the replies received, sixteen schools or eighty per cent of the schools have teachers who have had some training for guidance services.
2. As to the Director of Guidance it was revealed that the Principal and the homeroom teacher direct the programs for the most part in the Secondary schools of Georgia. This coincides with data revealed by survey studies made by Williams¹ and Wimmer.²
3. The data revealed that in three-fourths of the schools the Director of Guidance had some special training for Guidance Services.
4. As to the courses taken by the Director of Guidance, three-fourths of the Directors had taken the Basic Course in Guidance. Twenty per cent of the directors had taken courses in psychology, mental hygiene and Counseling techniques. Seven or thirty-five per cent had received Master of Education or Master of Arts Degrees. All

1

Nannie M. Williams, "A Survey of Guidance in the Accredited High Schools of Virginia," (Unpublished Master's thesis, Department of Education, George Washington University, 1940), p. 8.

2

Nancy E. Wimmer, "Guidance in Secondary Schools," School Review, LVI (June, 1948), p. 349.

Directors had from two to fifteen years teaching experience.

5. Only fifteen per cent of the schools have full-time counselors.

In ten per cent of the schools the counselor gives full-time service to the program. In one school the counselor served as teacher-counselor giving one-half of her time to guidance service.

6. Ninety per cent of the schools listed the homeroom and activity programs as the major guidance service in operation.

It was pointed out in a study by Williams¹ that sixty-five per cent used homeroom and seventy-nine per cent used the counselor as the major guidance service.

7. All twenty of the schools keep some type of cumulative record.

Only fifty per cent of the schools kept the following records: Personality test, Aptitude test, Home and family relations and personal and social development.

8. Ten schools or fifty per cent keep records of drop-out students, while seventy-five per cent keep records of graduates.

9. Thirteen schools or thirty-five per cent make provisions for educational placement of students. Eight or forty per cent provide for on-the-job training.

10. All twenty of the schools have Library materials consisting of books and pamphlets on occupations; catalogs from colleges and universities; and professional books on guidance and related

1

Nannie M. Williams, "A Survey of Guidance in the Accredited High Schools of Virginia," (Unpublished Master's thesis, Department of Education, George Washington University, 1940), P. 8.

areas.

11. The consultants used by three-fourths of the schools were the Public Health Nurse, Visiting Teacher and Physician. Only ten per cent utilized the service of the psychiatrist and fifteen per cent used the social worker.
12. Seventeen schools or eighty-five per cent conducted some type of faculty in-service training program, consisting either of faculty meetings, study groups or use of professional libraries. Ten per cent used films as a means of informing faculty members.

Conclusions.-- Since the homeroom is the major guidance service in these twenty accredited Negro Secondary Schools, it is suggested that more emphasis should be given to the training of homeroom teachers in order to enrich and broaden the services covered by the homeroom.

There are special phases of the Guidance program that should be administered only by a trained counselor. More persons should become qualified and trained to perform the duties of a counselor since at present there is a severe shortage of such persons. All accredited secondary schools should have at least one trained counselor.

In order to understand the total child, more emphasis should be placed on complete cumulative records rather than partial records. All data pertinent to the student should be kept on this record, including intelligence, personality and aptitude scores.

Much valuable information can be obtained to strengthen the school's program by keeping current records of drop-outs and graduate students. All accredited secondary schools should keep up-to-date records of drop-

out and graduate students.

It has been revealed through studies that large percentages of students drop out during the high school years and at the completion of high school. In order that these persons may be able to secure gainful employment courses in occupations as well as on-the-job training should be provided for in every Accredited Secondary School in Georgia.

Often students present personal adjustment problems as well as mental problems that are too complex and involved for the average teacher to diagnose therefore the services of the psychiatrist, social worker, and others thus trained should be utilized. It is quite well established that all schools should have contact with mental hygiene centers so that students may benefit by these services.

APPENDIX

A CHECKLIST DESIGNED TO DETERMINE THE PRESENT STATUS OF GUIDANCE
SERVICES IN ACCREDITED NEGRO SECONDARY SCHOOLS OF GEORGIA

Name of School _____

Name of Principal _____

City _____ County _____ State _____

No. of Teachers in School _____ No. of Teachers in High School _____

Total School Enrolment _____ High School Enrolment _____

1. List the No. of Teachers who have had special training for Guidance Services _____

2. Kindly indicate who is the Director of Guidance Services at your school

a. Principal _____ b. A Counselor _____ c. A Teacher _____

d. Others _____

e. If a teacher, what is her title? _____

3. Has the Director had special training in Guidance and Counseling?

Yes _____ No _____

a. If yes, list the courses taken and credits:

| | Hrs. | Cr. | | Hrs. | Cr. |
|-------|------|-----|-------|------|-----|
| _____ | () | | _____ | () | |
| _____ | () | | _____ | () | |
| _____ | () | | _____ | () | |

b. Other Training _____

c. Other Experiences _____

4. Does the Counselor give full time or part time to Guidance Services?

Full time Counselor _____ Part time Teacher-Counselor _____

a. If part time, how much time? _____

5. Some Schools organize Guidance Services under the following headings:

Kindly check the services that exist in your school:

a. Group Guidance by Homeroom Teacher _____ b. Group Guidance by Counselor _____

c. Individual Counseling by Counselor _____ d. Courses in Occupational Information _____ e. Activity Programs such as Clubs:

(1) 4 H Clubs _____

(2) NHM " _____

(3) FFA " _____

(4) Career Study Clubs _____

(5) Others: _____

f. Career Days _____

g. Others _____

6. Does the Counselor provide definite periods for individual counseling services?

Yes _____ No _____

a. If yes, how many hours per week? _____

7. Are the Guidance Services an integral part of the educational program in which Teachers and Guidance Personnel have well-defined responsibilities?

Yes _____ No _____

8. Does the School keep cumulative records for all students?

Yes _____ No _____

a. Kindly check the information that regularly ^{is} kept:

(1) School Grades _____ (2) Health Status _____ (3) Standardized Test Information _____

a. Achievement tests _____ b. Intelligence tests _____

c. Personality tests _____ d. Aptitude tests _____

e. Others _____

(4) Home and Family Relations _____

(5) Personal and Social Development _____

(6) Teachers' Comments and Observations _____

(7) Vocational Interests and Future Plans _____

(8) Conduct or Citizenship Record _____

(9) Participation in Pupil Activity Programs _____

(10) Others: _____

9. Does the school keep follow-up records of drop-outs?

Yes _____ No _____

10. Does the school keep follow-up records of graduates?

Yes _____ No _____

11. Does the Library provide books and pamphlets on:

a. Current Occupations? Yes _____ No _____

b. Catalogs from College and Universities? Yes _____ No _____

c. Other types of Guidance Information: List

12. Are provisions made by the school for the educational placement of students?

Yes _____ No _____

If yes, what provisions are made? _____

13. Are provisions made by the school for on-the-job training?

Yes _____ No _____

a. If yes, list types of training provided:

14. Does the Guidance Program utilize professional and community resources?

Yes _____ No _____

a. If yes, check below:

- | | |
|-------------------------|--------------------------------|
| (1) Psychiatrist _____ | (2) Visiting Teacher _____ |
| (3) Social Worker _____ | (4) Public Health Nurse _____ |
| (5) Physician _____ | (6) P. T. A. Association _____ |
| _____ | _____ |
| _____ | _____ |

15. Is there an in-service program to help teachers learn Guidance Techniques?

Yes _____ No _____

a. If yes, check below:

- | | |
|--|--------------------------------|
| (1) Professional Faculty Meetings _____ | (2) Faculty study Groups _____ |
| (3) Professional Library of Guidance Books and Pamphlets _____ | |
| (4) Others: _____ | |
| _____ | |
| _____ | |

Atlanta University
Atlanta, Georgia
May 3, 1951

Mr.

Dear Mr.

I am a student in the School of Education, Area- Guidance-Counseling, Atlanta University, Atlanta, Georgia.

I have selected as my Research Problem, A Study of the Present Status of Guidance Services in the Accredited Negro Secondary Schools of Georgia. Will you kindly fill in the enclosed checklist at your very earliest convenience and return to me. Your cooperation is essential in order for me to collect the data necessary to complete this study.

A summary of the findings of this project will be submitted to all participating schools.

Your immediate reply will be appreciated. I am,

Very truly yours,

Mrs. Grace R. Haynes
Atlanta University
Atlanta, Georgia

P. S. This study meets the full approval and sanction of Mr. R. L. Cousins,
State Department of Education.

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